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ABSTRACT

This instrument is designed to establish a standard by which to determine the needs and effectiveness of vocational education programs in Alaska. Section 1, The Evaluation, identifies some preevaluation decisions, outlines the eight-step, self-evaluation process, provides guidelines for individuals participating in the evaluation process, and discusses how to rate the criteria contained in the evaluation instrument. Section 2 contains the instrument, which consists if sixteen criteria organized into four categories: personnel (instructional, guidance and counseling, and administrative staff), support services (advisory committees, financing, and in-school resources), management (evaluation, placement, planning systems, and public relations), and curriculum (articulation, cooperative education/work experience, delivery strategies, inservice, needs of special students, and student leadership development). The third section provides the format and instructions for developing from the evaluation information a cumulative report that includes program strengths, areas for improvement, and recommendations. A brief glossary is appended. (YLB)

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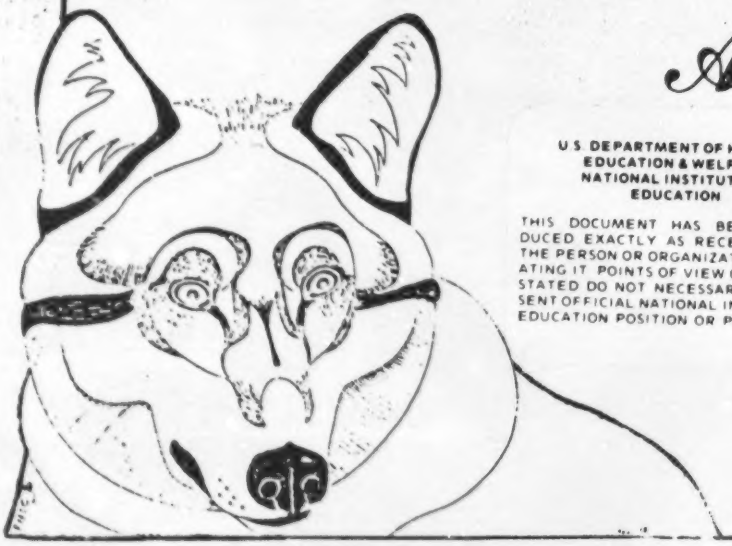
# Vocational Education

# *Self Evaluation Criteria For Alaska*



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## INTRODUCTION

The Alaska State Department of Education under the direction of the Commissioner has been committed to the development and utilization of appropriate procedures for continuous planning and evaluation. Through the State Plan for Vocational Education, the SPAN Plan and other efforts, the Department has established the foundations of program development. Strengthening of the assessment component of program planning is a high priority currently being addressed through a contract to the Southcentral Regional Resource Center.

This instrument was developed by the Vocational Education PROGRAM EVALUATION TASK FORCE (PETF) whose membership included leading vocational educators in the State of Alaska. As part of the development, pilot-testing was conducted within school districts representative of Alaskan education. Additionally, this instrument will be presented to the State Board of Education for approval.

The purpose of the document is to assist local educators in the process of SELF-EVALUATION and is intended to be readily usable by instructors, administrators and lay personnel in determining the needs and effectiveness of their Vocational Education program.

The developers of this document wish to thank the many individuals and agencies that participated in the formulation, testing and writing.

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## *The Evaluation*

Pre-Evaluation Decisions

Process for Self-Evaluation

General Directions to Evaluations

For Self-Evaluations

For Third-Party Evaluations

How to Rate the Criteria

## PREEVALUATION DECISIONS

Before proceeding any further with this instrument there are several issues you need to confront. These issues were identified by those who field tested the instrument and felt that decisions must be made at this stage of the evaluation rather than later.

- Do you have a need for which this self-evaluation instrument would be useful?

  If your product, the vocational student outcomes, is meeting your expectations, your standard, probably not. While any program has room for improvement, the potential gains may not be worth the cost of evaluation if you are satisfied that the students are succeeding.

  However, if the vocational student is determined to be below your standard and expectations, yes, definitely. This situation often leads to a decisionfor a thorough program review to identify program strengths, areas needing improvement, suggestions, and information for identifying alternatives.

  For assistance in evaluating the success of the vocational education program, in terms of student outcomes, see:

  > A Proposed System for Evaluation of Vocational Education Program (1977) available from the Alaska State Department of Education.

- Who or what does this instrument evaluate?

  This instrument was designed to establish a standard by which to determine the elements that may be included in an exemplary vocational education program in Alaska. These standards were identified by vocational educators with extensive experience in both rural and urban Alaskan education.

  The instrument is NOT intended to evaluate the effectiveness of personnel - teachers, administrators, paraprofessionals or students.

- Will the instrument be usable in a small school or district?

  YES. This document is meant to be adapted to meet local needs. While, on one hand, the instrument presents standards with which a vocational program may be compared, it does not pretend to represent the entire range of creative alternatives that may be employed in the small or remote program. An important component of each section of this instrument is the Additional Indicators. The purpose of this component of the evaluation is for your program to identify those creative elements which have been used to solve unusual problems. The indicators specified for each criteria are suggested only and

represent standard responses to general vocational education needs. Your additional indicators may meet or surpass the objectives expressed under each philosophy.

It should also be noted that a response of "NA" does not mean that nothing is being done to meet the objective specified by the philosophy. It merely means that that particular indicator does not apply in your situation. However, the "Additional Indicators" that you write plus those specified should complete requirements of the state philosophy. The "Summary Statement" should then give a complete picture of how well your program is meeting the objectives stated by the philosophy.

- How much will this evaluation process cost?

The cost of conducting this evaluation will mostly be in the time of staff members who are responsible for completing the various components. If your vocational program is spread out over several sites you may need to travel to discover relevant information. This could add to the cost.

A team approach is recommended for the purpose of data gathering. However, one person should be designated team leader. The team leader would be assigned to making contacts with program components and developing summary statements.

In total, this evaluation process should take from two to three weeks to complete, depending on the size and complexity of your system.

- What other documents or procedures can be used to assist in the evaluation process?

This instrument is intended to act as a foundation for a total evaluation process and allows for additions and adaptations as you see fit. You may decide not to conduct the evaluation yourself but to use a third-party approach. The directions allow for this contingency.

Additionally, current subject area guides to evaluation have been developed in home economics and business education. These guides are recommended as a complementary part of your total evaluation process.

## PROCESS FOR SELF-EVALUATION

Now that you have made some pre-evaluation decisions it is time to embark on the actual steps.

STEP 1. Administrative Approval

Obtain administrative approval and support to assure cooperation with, and participation in, the evaluation process. It is recommended that you be prepared by having documented the pre-evaluation decision including:

A. Need for evaluation;

B. Target of evaluation;

C. Applicability of instrument to your system;

D. Cost; and,

E. Evaluation method and components.

STEP 2. Responsibility

Assign the responsibility of organizing and completing the evaluation. This may be done within the agency or contracted to a resource center or other consultant.

STEP 3. Planning

Decisions need to be made as to: a) the scope of the evaluation; b) participant selection; c) schedule of activities; d) whether to validate the self-evaluation with a third-party review; and, e) budgeting.

STEP 4. Orientation

The evaluation coordinator should explain purposes and procedures to school personnel, advisory committee members, students, and others selected to participate.

STEP 5. Evaluation

Participants complete the self-evaluation instrument. School personnel should rate all criteria while other participants rate only those criteria with which they are familiar. School staff should rate all criteria. Advisory Committees should rate all areas except Administrative Staff, Guidance and Counseling Staff, Instructional Staff, Delivery Strategies and Inservice. Students should rate Guidance and Counseling, Instructional Staff, Placement, Articulation, Cooperative Education/Work Experience, Deliver Strategies, Needs fo Special Students and Vocational Student Leadership Development

STEP 6. Compilation

Participants formulate conclusions and recommendations. The evaluation coordinator conducts a meeting during which the team reaches concensus on the conclusions and recommendations.

STEP 7. Report Preparation

he self-evaluation coordinator prepares a report containing the results of the compilation meeting. If a third party is used for the evaluation the third party team leader will prepare a report.

STEP 8. Utilization of Results

The decision regarding whether to follow-up the self-evaluation with third-party validation affects the next step in utilization of results.

A. Self-evaluation only

The self-evaluation report is distributed to all concerned with the vocation program; the report is reviewed; areas needing attention are identified; and a plan for improvement is included in the annual and long-range planning.

B. Self-evaluation with third-party validation.

The self-evaluation report is distributed to participants. Copies are also provided to the third-party evaluation team. The self-evaluation and third-party evaluation reports are both considered in preparing a final evaluation report that is distributed to all concerned with the vocation program; the final report is reviewed, areas needing attention are identified; and a plan for improvement is included in local annual and long-range planning.

## GENERAL DIRECTIONS TO EVALUATORS

The following pages provide some guidelines for individuals participating in the evaluation process. Six concerns are addressed.

For Self-Evaluators:

I. Keep the student foremost in mind.

II. Assess the criteria from the perspective of:

A. Students' ratio of currently enrolled students will be interviewed. Recommend final group meeting with students if possible.

B. Individual community employers including advisory committee members, should be interviewed.

III. Judge criteria on the basis of known acceptable alternatives.

A. Keep in mind that there is more than one way to reach an objective.

B. Ask yourself if the method stressed is successful.

IV. Base conclusions and recommendations on facts.

A. To accomplish this objective, documentation instruments needed are:

1. Follow-up questionnaire and final report (past year).
2. Vocational program description.
3. Local program plan including Vocational Education philosophy and goals.
4. Job descriptions of:
   a. teachers
   b. department heads
   c. vocational director
   d. counselors
5. Calendar of in-service plan for the year.
6. Minutes of Advisory Committee (last two; also, current membership of Advisory Committee if different from list in Plan of Service).
7. Class schedule with enrollemnt.

B. List facts supporting each conclusion.

C. A caution to be noted here would be to limit comments to program elements/functions avoiding reference to personalities.

V. Assimilate the date on each criteria, supporting each objective to reach program conclusions and recommendations.

A. Conduct meeting of evaluators to discuss/combine ratings on criteria and to determine joint recommendations.

VI. Present the date in succinct and tactful form to support conclusions and recommendations as provided in the oral and written presentations.

A. Check each recommendation to be sure there is a conclusion to supportit.

B. Check that conclusions are based on facts.

C. Be sure to cover strengths as well as areas of need.

D. Consider the other person's feelings when developing criticisms.

For Third-Party Evaluators:

I. Keep the Student Foremost in Mind.

A. Put yourself in the place of the students with the objective of their preparedness for future education and/or employment.

1. Interview students selected at random who are currently enrolled in each of the program areas.

Particularly discussing:

a. sequencing of courses;
b. content and length of courses (personal use, vocational and general education);
c. testing and placement services; and,
d. future planning.

B. Examine follow-up data.

II. Assess the criteria from the perspective of:

A. Administration - All administrators directly related to the vocational education program will be interviewed:

1. Superintendent
2. Assistant Superintendent
3. Vocational Education Director
4. Principal
5. Department Head

B. Instructional Staff -

1. All vocational education teachers will be interviewed. *
2. Some non-vocational teachers will be interviewed.

C. Evaluate, do not advise.

* Recommend interviews be conducted by two-member teams.

III. Judge criteria on the basis of known acceptable alternatives.

A. The team should discuss acceptable methods of achieving and rating that criteria.

IV. Base conclusions and recommendations on facts.

V. Assimilate the data on each criteria, supporting each objective to reach program conclusions and recommendations.

A. The team will meet to review all factors first.

B. Record as quickly as possible the data required at each interviewing session. Recommend use of tape recorders.

C. Interview in groups of no less than two (2).

D. Team members will meet together for lunch each day of the evaluation in order to maintain organization patterns.

E. Team will meet each evening to organize day's report data and to outline activities of the next day.

F. Oral report will be made on final day of evaluation. Individual circumstances will dictate procedure for report.

F. Team leader responsibility: written report will be made within seven (7) days of the completion of the evaluation.

VI. Present the data in succinct and tactful form to support conclusions and recommendations as provided in the oral and written presentations.

A. The team should develop wording covering strengths and areas of needs, for oral presentation and summary.

B. Keep oral report organized and around twenty (20) minutes in length.

C. Be sure written report is mailed to the school involved within fourteen (14) days.

D. Refer to individual by title not by name -- oral
Written report specific individual.

E. Oral and written reports should be compatible.

Many of the guidelines are directed at local self-evaluators only. Some are meant for both local self-evaluators and third -party evaluators. Others are indicated as "Additional for Third-Party Evaluators" only.

## HOW TO RATE THE CRITERIA

The evaluation instrument follows. It consists of sixteen (16) criteria organized into four (4) categories:

1. Personnel
2. Support Resources
3. Management
4. Curriculum

The recommended procedure for rating each of the criteria includes these steps:

1. Read over the philosophy statement.

2. Assess indicators.

   a. Circle the number on the rating scale opposite each indicator that best represents the level of implementation.

   b. Circle "N.A." only where the indicator is judged to be "not applicable".

   c. Omit rating of any indicators "not observed" of if "no opinion".

3. Identify additional indicators, if any.

   With the variety of possible indicators, not all could be listed in the instrument. Therefore space is provided to identify additional indicators and local compensating factors.

4. Rate the criteria.

   The last step on each criteria is completing a summary statement that constitutes the over-all rating of that criteria. These summary statements may also be useful in completing the report section.

*The Criteria*

PERSONNEL

Instructional Staff

Guidance and Counseling Staff

Administrative Staff

CRITERIA: PERSONNEL - Instructional Staff

Philosophy - Personnel hired possess the desired competencies to meet the vocational education program goals.

| Indicators | Implemented Fully | | Partially | | | Not | N.A. |
|---|---|---|---|---|---|---|---|
| 1. Teachers have academic credit, in-service training or work experience in the area in which they are teaching. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 2. Teachers use a variety of teaching methods and techniques. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 3. Teachers are involved in professional growth activities to improve and/or learn new skills. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 4. Consultants and/or resource persons are used for classroom instruction. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

Additional Indicators. Add here other indicators not included above that this educational agency does that contributes to fulfilling the philosophy of this criteria.

Summary Statement. Enter here a summary statement supporting the over-all rating given to this criteria.

CRITERIA: PERSONNEL - Guidance and Counseling Staff

Philosophy - The guidance counselor and vocational teachers will cooperate to assist each student in choosing goals and objectives consistent with interests and abilities in vocational education.

| Indicators | Implemented: Fully | Partially | | | | Not | N.A. |
|---|---|---|---|---|---|---|---|
| 1. The school has a designated career counseling program. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 2. There is a career testing program in the school. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 3. The philosophy and objectives of the guidance and counseling are written and on file. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 4. There is an organized procedure to assist students in career selection and preparation. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 5. The organized counseling and guidance services are readily available to students. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 6. Job market information and placement opportunities are available to students. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 7. Counselors and teachers are active in placement efforts. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 8. Students are introduced to existing placement services. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 9. Provisions are made for counseling the disadvantaged and handicapped. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

| Additional Indicators. | Add here other indicators not included above that this educational agency does that contributes to fulfilling the philosophy of this criteria. |
|---|---|

| Summary Statement. | Enter here a summary statement reflecting the over-all rating given to this criteria. |
|---|---|

CRITERIA: PERSONNEL - Administrative Staff

Philosophy - The structure and function of the administrative staff should effectively facilitate the objectives of the vocational education program.

| Indicators | Implemented: Fully | Partially | | | | Not | N.A. |
|---|---|---|---|---|---|---|---|
| 1. Person(s) is (are) identified and given the authority and responsibility to administer the program. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 2. Time is set aside for persons to administer the program. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 3. The school administration can show evidence of utilizing the Advisory Committee for the purposes that it is designed. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 4. Decision-making is based upon a needs assessment of school and community sources. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 5. Professional development opportunities are provided for educators. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 6. Staff support responsibilities and duties are provided in written guidelines. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 7. Administrators provide leadership and resources to foster the development and implementation of the program. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 8. There are documented short and long-range plans. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

| Additional Indicators. | Add here other indicators not included above that this educational agency does that contributes to fulfilling the philosophy of thi criteria. |
|---|---|

| Summary Statement. | Enter here a summary statement reflecting the over-all rating given to this criteria. |
|---|---|

*The Criteria*

SUPPORT SERVICES

Advisory Committees

Financing

In-School Resources

CRITERIA : SUPPORT SERVICES - Advisory Committees

Philosophy - Advisory Committees, composed of representatives of different occupations in the community, should assist in developing and upgrading programs and should lend support to the vocational education program.

| Indicators | Implemented: Fully | Partially | | | | Not | N.A. |
|---|---|---|---|---|---|---|---|
| 1. There is a functioning Advisory Committee. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 2. The Committee meets regularly with a planned agenda. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 3. The Committee is composed of representatives of different occupations in the community. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 4. The duties and responsibilities of the Committee are clearly outlined. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 5. Instructional staff are represented at Committee meetings. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 6. The majority of the Committee's recommendations are implemented. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 7. Minutes of the Committee meetings are distributed to the instructional staff, administration, and Committee members. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 8. All Committee representatives, instructors, and school administrators are notified in advance of Committee meetings. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

| Additional Indicators. | Add here other indicators not included above that this educational agency does that contributes to fulfilling the philosophy of this criteria. |
|---|---|

| Summary Statement. | Enter here a summary statement supporting the over-all rating given to this criteria. |
|---|---|

CRITERIA: SUPPORT SERVICES - Financing

Philosophy - Funding resources should be adequate to carry out an effective vocational education program as defined in the Short- and Long-Range Plan of the school district.

| Indicators | Implemented: Fully | Partially | | | | Not | N.A. |
|---|---|---|---|---|---|---|---|
| 1. Vocational teachers work together to develop a budget. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 2. The teachers and administration work together in developing a program budget. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 3. The resources for the program are adequate for short- and long range plans. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 4. Funds are available for teachers to attend professional meetings, conferences and workshops. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 5. Financial resources are adequate for in-service and curriculum development. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 6. Financial resources are adequate for the purchase of program instructional materials and supplies. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 7. The school district is aware of and able to explore all sources of different program funding | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 8. Funds are available for extended contracts when needed. (Youth group advisors, summer programs, etc.) | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

Additional Indicators. Add here other indicators not included above that this educational agency does that contributes to fulfilling the philosophy of this criteria.

Summary Statement. Enter here a summary statement supporting the over-all rating given to this criteria.

CRITERIA: SUPPORT SERVICES - In-School Resources

Philosophy - A learning environment (equipment, facilities and instructional materials) through diverse activities should provide students with an opportunity to develop competencies as prescribed in vocational education program objectives.

| Indicators | Implemented Fully | Partially | | | | Not | N.A. |
|---|---|---|---|---|---|---|---|
| 1. A reference library or resource center is provided. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 2. Adequate space is provided for visual board and tackboard. | 1 | 2 | 3 | 4 | 5 | 6 | N.A |
| 3. There is a maintenance and replacement program for equipment. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 4. Good repair records are kept. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 5. There are adequate storage facilities. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 6. There is sufficient square footage per student. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 7. A lab area is provided. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 8. Teacher work areas are provided. | | | | | | | |
| 9. Teachers are involved in new facility planning and/or remodeling. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 10. Teachers assist in equipment selection. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 11. There is a periodic inventory system. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 12. Adequate electrical outlets and master switches are present. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 13. Machine noise level is suppressed by the use of sound proofing. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 14. There is adequate heating, cooling ventilation and lighting systems. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 15. Advisory Committee members assist in equipment selection. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 16. Students are able to use equipment during periods other than when they take classes. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 17. Sink areas are available where needed. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 18. Program facilities reflect a clean and orderly learning environment. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 19. Sufficient quantities of up-to-date well-maintained tools and equipment are available. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

| | |
|---|---|
| Additional Indicators. | Add here other indicators not included on the previous page that this educational agency does that contributes to fulfilling the philosophy of this criteria. |

| | |
|---|---|
| Summary Statement. | Enter here a summary statement supporting the over-all rating given to this criteria. |

*The Criteria*

MANAGEMENT

Evaluation

Placement

Planning Systems

Public Relations

CRITERIA: MANAGEMENT - Evaluation

Philosophy - Program evaluation is a continuous systematic process to provide data for planning, decision-making and determining the level of attainment.

| Indicators | Implemented: Fully / Partially / Not | | | | | | N.A. |
|---|---|---|---|---|---|---|---|
| 1. Continuous evaluation is conducted to determine if student learning experiences are relevant. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 2. The evaluation process allows a variety of groups to express their opinions. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 3. Evaluation includes employers' reports on students enrolled in work-related programs. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 4. Evaluation procedures are periodically reviewed. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 5. There is evidence that recommendations from evaluations are implemented. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

Additional Indicators. Add here other indicators not included above that this educational agency does that contributes to fulfilling the philosophy of this criteria.

Summary Statement. Enter here a summary statement supporting the over-all rating given to this criteria.

CRITERIA : MANAGEMENT - Placement

Philosophy - Provisions should be made to assist students in identifying placement services and employment possibilities consistent with their vocational training.

| Indicators | Implemented Fully | Partially | | | | Not | N.A. |
|---|---|---|---|---|---|---|---|
| 1. Provisions are made to instruct students in procedure of seeking and applying for a job. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 2. Provisions are made to assist students in utilizing advanced educational services. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 3. Provisions are made to assist students in identifying employment consistent with their vocational training. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 4. Provisions are made to assist students in utilizing job placement services. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

Additional Indicators. Add here other indicators not included above that this educational agency does that contributes to fulfilling the philosophy of this criteria.

Summary Statement. Enter here a summary statement supporting the over-all rating given to this criteria.

CRITERIA: MANAGEMENT - Planning Systems

Philosophy - The implementation of Short- and Long-Range Planning is essential to assure that a vocational education program effectively meets student and community needs.

| Indicators | Implemented: Fully | Partially | | | | Not | N.A. |
|---|---|---|---|---|---|---|---|
| 1. An on-going needs assessment procedure is present. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 2. A follow-up procedure has been implemented. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 3. Planning is based upon an analysis of program cost-effectiveness. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 4. Program planning and revision is based upon current job/labor demands and projections. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 5. The planning process provides for the development of new programs and the elimination of out-dated ones. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 6. The planning process allows a variety of group participation. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

Additional Indicators. Add here other indicators not included above that this educational agency does that contributes to fulfilling the philosophy of this criteria.

Summary Statement. Enter here a summary statement supporting the over-all rating given to this criteria.

CRITERIA: MANAGEMENT - Public Relations

Philosophy - Effective community support is necessary to communicate the value and objectives for the continuation and growth of the vocational education program.

| Indicators | Implemented: Fully | Partially | | | | Not | N.A. |
|---|---|---|---|---|---|---|---|
| 1. Communication exists between the program and the community. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 2. There is a formalized public relations program. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 3. Community resources are used effectively to supplement the program (i.e., RSVP, Co-op, on-site, field trips, guest speakers, etc.). | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 4. A person is designated and responsible for the vocational education public relations program. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 5. The programs perform community service projects. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

Additional Indicators. Add here other indicators not included above that this educational agency does that contributes to fulfilling the philosophy of this criteria.

Summary Statement. Enter here a summary statement supporting the over-all rating given to this criteria.

*The Criteria*

CURRICULUM

Articulation

Cooperative Education/Work Experience

Delivery Strategies

In-Service

Needs of Special Students

Student Leadership Development

CRITERIA : CURRICULUM - Articulation

Philosophy - The vocational education curriculum should be designed and coordinated to complement and facilitate students' educational and occupational goals.

| Indicators | Implemented: Fully | | Partially | | | Not | N.A. |
|---|---|---|---|---|---|---|---|
| 1. There is a philosophy or program goal for articulation written for the agency. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 2. There is a written scope and sequence for each program of study in the agency. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 3. The program provides avenues that permit students to move from high school to post-secondary programs with advanced placement granted through equivalency and/or proficiency evaluations. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 4. High school students have the opportunity to take post-secondary vocational courses while finishing high school. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 5. Student outcomes and performance objectives are written for the curriculum of each vocational program area. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 6. Exploratory work programs are available in the curriculum to assist in career choices. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 7. Students are exposed to career clusters early in the program. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

Additional Indicators. Add here other indicators not included above that this educational agency does that contributes to fulfilling the philosophy of this criteria.

Summary Statement. Enter here a summary statement supporting the over-all rating given to this criteria.

CRITERIA : CURRICULUM - Cooperative Education/Work Experience

Philosophy - The vocational on-the-job training program shall provide a practical work experience program based upon individual student needs.

| Indicators | Implemented: Fully | Partially | | | | Not | N.A. |
|---|---|---|---|---|---|---|---|
| 1. There is an on-going system to assess student needs in terms of: | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| a. Work stations related to student training objectives. | | | | | | | |
| b. Job description/training plans. | | | | | | | |
| 2. A file is maintained of community training resources. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 3. There are written guidelines for: | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| a. Student placement | | | | | | | |
| b. Training Agreements | | | | | | | |
| c. RSVP or other work-related programs | | | | | | | |
| d. Granting credits. | | | | | | | |
| 4. A qualified work experience coordinator is identified. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 5. Time is set aside for coordination of work experience. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

Additional Indicators. Add here other indicators not included above that this educational agency does that contributes to fulfilling the philosophy of this criteria.

Summary Statement. Enter here a summary statement supporting the over-all rating given to this criteria.

CRITERIA: CURRICULUM - Delivery Strategies

Philosophy - Delivery systems should be appropriate to the needs of students and to the type of material being presented; varieties of approaches should be encouraged to help motivate students and increase quality and quantity of learning.

| Indicators | Implemented: Fully | Partially | | | | Not | N.A. |
|---|---|---|---|---|---|---|---|
| 1. Methods of instruction are flexible enough to meet individual student needs. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 2. Audio-visual materials are utilized as either the basic or supplementary method of instruction. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 3. Where facilities are limited, provisions are made for use of existing facilities/programs available in the community or other educational agencies. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 4. The laboratory method is incorporated where students may apply learning. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 5. The simulation method is available to students as either a final preparation for or where necessary in lieu of actual on-the-job experiences. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 6. Where local work experience opportunities are limited, advantage is taken of the RSVP Program. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 7. Self-contained transportable instructional programs are including tools, equipment and instructional materials utilized on a share basis through the central office, resource center, state library, etc. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 8. The contract method is used to individualize and monitor student learning. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 9. An alternative school program option is available to students having difficulty succeeding in the regular program. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 10. Student leadership organizations are an integral part of the instructional approach. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

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| Additional Indicators. | Add here other indicators not included on the previous page that this educational agency does that contributes to fulfilling the philosophy of this criteria. |

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|---|---|
| Summary Statement. | Enter here a summary statement supporting the over-all rating given to this criteria. |

CRITERIA: CURRICULUM - In-Service

Philosophy - The knowledge and skills of the instructional staff directly affect the quality of the educational program. School boards and administration are responsible for understanding the competencies needed by the staff to operate an effective vocational education program and for providing in-service opportunities.

| Indicators | Implemented: Fully | | Partially | | | Not | N.A. |
|---|---|---|---|---|---|---|---|
| 1. On-going in-service programs are established. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 2. Teachers are involved in planning the in-service activities. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 3. Provisions in the way of time and finances are made for the staff to attend state and professional organization-sponsered in-service conferences or workshops. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 4. Provisions are made for appropriate consultant assistance. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 5. Financial resources are adequate for in-service and curriculum development. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 6. Administration provides release time and resources for professional purposes and growth. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 7. In-service activities are provided for the support staff. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

| Additional Indicators. | Add here other indicators not included above that this educational agency does that contributes to fulfilling the philosophy ofthis criteria. |
|---|---|

| Summary Statement. | Enter here a summary statement supporting the over-all rating given to this criteria. |
|---|---|

CRITERIA: CURRICULUM - Needs of Special Students

Philosophy - Programs should recognize the special needs of students and provide for education and training of the handicapped and disadvantaged. Provision should be made to insure that programs and materials are racially and sexually bias free.

| Indicators | Implemented: Fully / Partially / Not | | | | | | N.A. |
|---|---|---|---|---|---|---|---|
| 1. All categories of students have access to programs. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 2. Tutorial services are available. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 3. Provisions are made for transportation of handicapped students to all vocational programs. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 4. Maximum provisions for participation of handicapped students with regular students are made. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

Additional Indicators. Add here other indicators not included above that this educational agency does that contributes to fulfilling the philosophy of this criteria.

Summary Statement. Enter here a summary statement supporting the over-all rating given to this criteria.

CRITERIA: CURRICULUM - Student Leadership Development

Philosophy - Student leadership training should be an integral part of the instructional program to develop leadership qualities through participation in school and community activities.

| Indicators | Implemented: Fully | Partially | | | | Not | N.A. |
|---|---|---|---|---|---|---|---|
| 1. Related student leadership organizations are available to all students. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 2. Development of youth leadership competencies is an integral part of the instructional program. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 3. Records of the activities of local organizations are maintained. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 4. Funding is available to support these activities. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 5. Students attend local and state conferences. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |
| 6. There are staff identified to supervise the activities of the student organizations. | 1 | 2 | 3 | 4 | 5 | 6 | N.A. |

Additional Indicators. Add here other indicators not included above that this educational agency does that contributes to fulfilling the philosophy of this criteria.

Summary Statement. Enter here a summary statement supporting the over-all rating given to this criteria.

## I. Cumulative Report

This report section is a culmination of all the efforts that have been made in conducting the evaluation of the vocational education program. To this point, the instrument provided the criteria with suggested indicators to assist in an approach of "seek and verify." Additionally, you may have added "Additional Indicators" which document methods your program uses to meet the elements of a criteria.

The findings (summary statements prepared for each criteria) along with recommendations are now organized and displayed for both communication and planning purposes.

Review the General Directions to Evaluators in the front of this booklet for important things to keep in mind when preparing the report.

*This evaluation system is organized around the component parts of the total program. The intent of the system is to contribute one part of an over-all system of planning, evaluation and accountability of program offerings within the local education agency in order to imporve programs provided to students.*

## II. Conclusions-Strengths

Instructions: Review each of the criteria evaluated. List below the activities and/or conditions that exist that are to be commended as strengths of this vocational educational program.

## III. Conclusions-Areas for Improvement

Instructions: Again review each of the criteria evaluated. List below those areas identified as needing improvement. These needs will then serve as the basis for the recommendations which follow.

## IV. Recommendations

Instructions: Critically analyze the preceding conclusions on Strengths and Areas for Improvement. Formulate and list below appropriate recommendations. There may or may not be recommendations addressing the Strengths. However, recommendations should address all major Areas for Improvement. A single recommendation might address more than one conclusion. Also, a particular conclusion may suggest more than one recommendation.

# Glossary

| | |
|---|---|
| CAREER & VOCATIONAL EDUCATION UNIT | A section of the Department of Education within the Education Program Support Division with the responsibility for career and vocational education. |
| ADDITONAL FACTORS | Mechanisms that develop strength in terms of the criteria/philosophy by which the program seeks to make up for inadequate traditional indicators. |
| CRITERIA | Accepted standards by which a program can be evaluated. Criteria are expressed in the instrument as a brief philosophy statement. Sometimes referred to as criteria/philosophy for the purposes of this instrument. |
| CRITIQUE | The survey being used to gather input from users or potential users in the form of a critical analysis of a) the criteria, and b) the self-evaluation format. |
| CURRICULUM | One of the four categories of criteria in the instrument regarding articulation, cooperative education/work experience, delivery strategies, inservice, scope and sequence, and needs of special students. |
| INDICATORS | Activities, provisions, or other items that are recognized as tangible evidence indicating status of a criteria/philosophy. |
| LOCAL EDUCATION AGENCY (LEA) | An administrative unit responsible for delivery of educational programs at the local level such as a school district or community college. |
| MANAGEMENT | One of the four categories of criteria in the instrument regarding administrative, instructional, guidance and counseling, and support staff. |
| PERSONNEL | One of the four categories of criteria in the instrument regarding administrative, instructional, guidance and counseling, and support staff. |
| PROGRAM EVALUATION TASK FORCE | A representative group of educators concerned with vocational education convened for the purpose of designing, testing, and revising vocational education evaluative criteria. These criteria would be taken by the Career & Vocational Education Unit and formated for |

| | |
|---|---|
| | the different purposes of self-evaluation, program reviews, and promising practices. |
| PROGRAM REVIEWS | The activity conducted by the Career & Vocational Education Unit that goes beyond the compliance review and takes an indepth look at the vocational program for the purpose of program improvement. |
| PROMISING PRACTICES | That activity of the DOE Program Development and Dissemination Unit whereby exemplary programs are nominated, validated, written up and disseminated. |
| SELF-EVALUATION | A review initiated by an agency of its own program to determine areas of need for program improvement purposes. |
| SUPPORT RESOURCES | One of the four categories of criteria in the instrument regarding advisory committees, finances, and in-school resources. |
| THIRD-PARTY REVIEW | The process through which a self-evaluation is validated. This usually involves an on-site visitation by an outside team providing an external view of the vocational program as well as suggestions for program improvement. |
| VOCATIONAL STUDENT LEADERSHIP ORGANIZATIONS | A method of instruction considered an integral part of the vocational curriculum that provides learning otherwise often not delivered. Leadership development is emphasized along with civic awareness through professional conferences, local chapter activities, school improvement projects, and support of community activities. |
| STATE PLAN FOR VOCATIONAL EDUCATION | A five year plan, devised by vocational education in the state of Alaska to give direction to developmental activities. |
| SUPPORT STAFF | Usually non-certificated assistants to instructional or supervisory personnel but who directly or indirectly aid the instructional process. |
| S.P.A.N. | Systematic planning around needs, an Alaska Department of Education plan to provide an organized approach to a comprehensive service delivery system. |

THIRD PARTY REVIEWS

The method by which an agency has an outside agency or person conducts an evaluation or validates an evaluation already conducted.